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ABSTRACT

The proposed standards for the accreditation of elementary schools within the North Central Association of Colleges and Schools region, contained in this booklet, were approved on December 20, 1974. The accreditation of elementary schools is intended to strengthen the interrelatedness of all levels of education and enable the elementary schools to share fully in the resources of time, funding, leadership, concern, and vision needed to stimulate excellence in education. (Author/MLF)

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POLICIES AND STANDARDS FOR THE APPROVAL OF ELEMENTARY SCHOOLS

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A Second Draft
To Be Submitted to
The Commission on Schools

August 1974

Approved December 20, 1974.

EA 006 764

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS

COMMISSION ON SCHOOLS

EXECUTIVE SECRETARY:
JOHN A. STANAVAGE
5454 SOUTH SHORE DRIVE
CHICAGO, ILLINOIS 60615
TELEPHONE: (312) 753-1516

CHAIRMAN:
F. R. WANEK
ASSISTANT SUPERINTENDENT FOR
SPECIAL SERVICES
STATE DEPARTMENT OF EDUCATION
PIERRE, SOUTH DAKOTA 57501

TO: The Administrative Committee, the NCA State Chairmen, and the Commission on Schools

FROM: The General Committee for the Formulation of Proposed Standards for the Accreditation of Elementary Schools

RE: The Second--and Final--Draft of the Proposed Standards, As Developed by the General Committee

Culminating its two year's work, the General Committee met in St. Louis on June 27-28, 1974 and formulated this second draft of the proposed standards for the accreditation of elementary schools within the NCA region. At this time, then, it is happy to present this final draft to the Commission on Schools, accompanied by its urgent hope that the Commission will take favorable action on these standards and adopt them when the mail referendum is held in November 1974.

As you will note, this second draft evidences many substantive revisions and changes from the first draft. And well it should, since the first draft was circulated widely throughout the elementary school community within the NCA region, resulting in extensive feedback from the field. Well over a thousand written reactions and suggestions were received, and each was given careful consideration by the Writing Committee and/or the General Committee. In addition, several people appeared before the Writing Committee and/or the General Committee during the development of these standards to present the special points of view of their respective organizations.

It is the considered judgment of the General Committee that this represents the best and soundest set of standards that it, in its corporate wisdom, could formulate at this time. (It should be noted that this second draft was adopted unanimously by the General Committee.) However, the General Committee well knows that no set of standards ever represents a final, fixed version of what constitutes the preconditions for quality schools. To the contrary, as insights sharpen, perceptions deepen, and conditions change, any set of accreditation standards must be subject to revision and alteration if the standards are to speak to effective education within our member schools. That is why the annual amendment procedures built into all NCA sets of standards are of such paramount importance.

Thus it is expected, even anticipated, that these standards will be revised and amended in the years ahead, especially after they have experienced their first vigorous field-testing in the actual accreditation of elementary schools. Under the impulse of elementary school educators, who are continually seeking more adequate education for children, this process of revision and improvement is bound to occur.

The General Committee expresses its appreciation to the Commission for the opportunity granted it to participate so directly in this significant work. The General Committee is assured that the set of standards it is placing before you is sound and meaningful in terms of quality elementary education. Obviously, consensus was not reached on all points, either in the General Committee or in the elementary school community at large, but it is just this airing of differences that helped--and should continue to help--keep these standards viable and pertinent.

The accreditation of elementary schools is an idea that has been a long time in maturing within the NCA region. It is our hope that this proposed set of standards will now help turn that idea into a forceful reality.

Respectfully submitted,

The General Committee

per
John A. Stanavage
Secretary

29 July 74

FOREWORD

The extension of accreditation to elementary schools within the region of the North Central Association is a cooperative effort of professional elementary school leaders to speak to the issue of quality and effectiveness within those schools. It also is an effort to reunite the educational community, for with the completion of these standards North Central accreditation will be available to schools at each level of the educational enterprise. This should help prosper the well-being of all school children within the broad nineteen-state NCA region.

It is hoped that these standards reflect the dedication of our elementary schools to the needs of our democratic society, to the general needs of childhood, and--most importantly--to the needs of each child.

Just as the child is best understood as a unit of intellectual, emotional, social, and physical characteristics functioning in interrelation to one another, so the effective elementary school is characterized by a functional unity among its various parts. In quality schools at every level there is implicit agreement between their purposes and the means by which those purposes are to be achieved. Hence as new programs and more highly specialized services are developed in response to our more refined understanding of the needs of children, these programs and services are readily integrated into the functional unity of the school. One of the persistent features of these standards is this emphasis on the unity of intent and practice in all phases of the school program.

This belated opportunity for elementary school accreditation will strengthen the interrelatedness of all levels of education. The elementary school may now enjoy true partnership with the junior high or middle school, the senior high school, and the institutions of higher education. This should enable the elementary school to share fully in the resources of time and money made available to our schools, and also to share equally in that provision of leadership, concern, and vision needed to stimulate excellence in education.

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General Committee for the Formulation of Standards
for Elementary School Accreditation

Arizona
- Mr. Ira King, Principal, Barr School, Phoenix
- Dr. Milo Blecha, Head, Department of Elementary Education, University of Arizona, Tucson

Arkansas
* - Ms. Mary Worley, Director of Elementary Education, Little Rock Public Schools
- Mr. Joe Foster, State Department of Education, Little Rock

Colorado
- Mr. Bill L. Funk, Principal, Runyon School, Littleton
- Dr. Russell Meyers, Assistant Professor of Education, University of Colorado, Boulder

Illinois
* - Dr. Ruges Freeman, Coordinator of Student Teaching, Southern Illinois University, Edwardsville
- Mr. Donald Moore, Principal, Gilson Brown/Clifton Hill School, Godfrey
- Mr. Maurice Wilson, Principal, Yankee Ridge School, Urbana

Indiana
- Mr. Robert Tyner, Principal, Oak Hill School, Swayzee
- Mr. Ival Newhard, Principal, Coquillard School, South Bend

Iowa
* - Mr. Robert Eppel, Principal, Coolidge School, Cedar Rapids
- Dr. Jerry N. Kuhn, Chairman, Elementary Education, University of Iowa, Iowa City

Kansas
- Mr. Dean Collins, Principal, Lincoln School, Lincoln
* - Mr. Charles O. Stones, Director of Instruction, Garden City Public Schools

Michigan
- Mr. Richard J. Rinck, Principal, Huff School, Grand Rapids
- Mr. Jack B. Anson, Assistant Superintendent, Mr. Pleasant Public Schools

Minnesota
* - Mr. Stanley Gilbertson, Assistant Superintendent, Bloomington Public Schools
- Dr. Gerald L. Kleve, Director of Elementary Education, State Department of Education, St. Paul

Missouri
- Mr. Earl Renfroe, Principal, McGrath School, St. Louis
* - Dr. James Craigmile, Professor of Elementary Education, University Missouri, Columbia

Nebraska
- Dr. Robert R. Schultze, Principal, Hartman School, Omaha
- Dr. O.W. Kopp, Chairman, Elementary Education, University of Nebraska, Lincoln

New Mexico
- Mr. Kenneth Lachmann, Principal, Collet Park School, Albuquerque
- Dr. Jerry Reece, Chairman, Elementary and Secondary Education, New Mexico State University, Las Cruces

North Dakota
- Mr. Dan O'Shea, Principal, Ben Franklin Elementary School, Grand Forks
* - Mr. Chester Campbell, Assistant Administrator, Valley City Public Schools

Ohio
* - Mr. Glen Huffman, Principal, Beall Avenue School, Wooster
- Ms. Virginia Lloyd Kunkle, Director, Educational Redesign and Renewal, State Department of Education, Columbus
* - Brother Barry Lambour, Regional Superintendent, Board of Catholic Education, Akron

Oklahoma
- Mr. Ben Wiehe, Principal, McKinley School, Tulsa
- Mr. Don Hodge, Director of Elementary Education, Duncan Public Schools

South Dakota
- Mr. Otto Johnson, Principal, Horace Mann School, Rapid City
- Mr. William Hauge, Principal, Lincoln School, Aberdeen

West Virginia
* - Mr. E. Edward Stephens, Principal, Lubeck School, Parkersburg
- Mr. Gerald K. Perry, State Department of Education, Charleston

Wisconsin
- Mr. Fred Schnell, Executive Secretary Emeritus, Wisconsin Elementary Principals Association, Sheboygan
- Dr. W. Harold Anderson, Executive Secretary, Wisconsin Elementary Principals Association, Madison

Wyoming
- Dr. James R. Schumacher, Principal, Cole School, Cheyenne
- Mr. Arlen Ruff, Principal, Lincoln School, Rock Springs

Overseas Dependents' Schools
- Dr. Robert Manring, Office of the Director, Pacific Area Schools, Honolulu
- Dr. James Willis, Education Specialist, Atlantic Area Schools, Pensacola, Florida
- Mr. John E. Lee, Coordinator for Middle Schools, USDESEA, Karlsruhe, Germany

Representatives of the North Central Association
- Mr. Glen Shafer, State Department of Education, Lincoln, Nebraksa
* - Dr. John Kemp, University of Illinois, Champaign, Illinois
* - Dr. Hazlett Wubben, University of Colorado, Boulder, Colorado
- Dr. John McAdam, University of Iowa, Iowa City
* - Dr. Maurice McGlasson, Indiana University, Bloomington, Indiana (Chairman of the General Committee)
* - Dr. John A. Stanavage, Executive Secretary, NCA Commission on Schools (Secretary of the General Committee)

* = Member of the Writing Committee

POLICIES AND STANDARDS FOR THE APPROVAL OF ELEMENTARY SCHOOLS

Section A: Policies

Policies are adopted procedures and guides to be followed by the Commission on Schools in accrediting member schools.

Policy I: Definition and Delimitation of Elementary Schools Covered By These Standards

A school which provides a sequence of organized learning experiences for children prior to their entrance into a secondary school program is eligible for accreditation under these policies and standards. The organizational structure of the school is to be determined by the district itself so as to best facilitate the educational development of its children.

The organizational structure established by the school district will determine the particular policies and standards under which the individual school is eligible for accreditation, provided this is in accord with whatever state classification of school levels may exist.

Policy II: Non-Discriminatory Selection of Students

A school seeking NCA membership under these standards shall not discriminate in its selection of children on the basis of race or ethnic background. Nor shall it discriminate on the basis of religion unless the school is officially church-affiliated and wishes to serve pupils mainly from communicants of that denomination.

Policy III: Period of Accreditation

A member elementary school of the North Central Association is accredited for one year at a time, which is always the current school year. Its certificate of membership is valid as long as the school satisfies conditions for accreditation established by the Commission on Schools and is fully approved or accredited by the legally constituted or recognized school-approving agency in the state (where applicable).

If the state school-approving agency uses a multiple classification system for accreditation, the school must qualify for the class designated by the State Committee as appropriate in that state.

Schools admitted during the annual meeting will be considered accredited for that entire school year.

Note: When a school loses its approval or accreditation by the legally constituted or recognized accrediting agency within the state, it becomes subject to the usual Accredited-Warned and Dropped procedures.

Policy IV: Review of Annual Reports by the State Committee and the Commission on Schools

1. An elementary school desiring to continue membership in the Association shall submit an annual report and such supplementary reports as the Commission on Schools finds necessary in order to accredit schools.

2. The State Chairman shall distribute annual report forms and supplementary instructions and suggestions, check the receipt of the reports, and make an initial review of the reports in preparation for review by the State Committee. The State Committee shall examine the annual reports from member schools and make recommendations to the Commission for its consideration during the review of the status of all member schools at the annual meeting of the Association.

3. It shall be the policy of the Commission not to take an action affecting the accreditation of a member school which is different from that recommended by the State Committee without first consulting with the State Chairman.

4. Each member school in its annual report to the Commission is required to list all violations of standards cited the previous year, and to indicate what action has been taken to correct the deficiencies.

Policy V: Accreditation of the School on the Basis of Its Total Program

1. An elementary school shall be judged on the effectiveness of its total program in providing for the educational needs of its students.

2. Although it is a purpose of an accrediting association to develop certain basic standards for the approval of schools, it is recognized by the Commission that desirable variations will occur in the purposes and programs of institutions. Therefore, elementary schools may vary widely in format and structure. Standards and procedures should be sufficiently flexible to provide for these variations within a common framework of preconditions for quality education.

3. It shall be the policy of the Commission to recognize that departures from specific standards may be compensated for by a school's overall excellence. It is the responsibility of a member school and of a State Committee to submit such information as the Commission may require to support the school's claim of general excellence.

4. The Commission on Schools, through research and study, shall continue to seek to improve its standards and to make them stimulative and conducive to the educational advancement of its member elementary schools.

2

Policy VI: School Evaluation

1. An elementary school shall be evaluated, insofar as is possible, in terms of its stated purposes and objectives, provided these are in harmony with the particular needs of its students and in accord with the requirements and expectations of the community, the state, and the nation.

2. In order to stimulate schools toward continued improvement in the development of quality programs, each member elementary school shall be evaluated at least once each seven-year cycle, using an appropriate evaluation instument approved by the Commission. These materials shall be used on a self-study basis, then be followed by an NCA evaluation team of sufficient size and remaining an adequate length of time in the school to observe all phases of its program.

3. Each elementary school applying for membership shall follow the procedures outlined here. Exceptions to the provisions of this policy may be made only by action of the Administrative Committee.

   However, a school may be accorded full membership without undergoing an evaluation for up to two years following its admission into the North Central Association, provided in the judgment of the State Committee and the Commission on Schools the school meets all the qualifications for membership listed in these policies and standards. This shall be known as "Membership With Deferred Evaluation." The school shall be granted continuing membership status when it undergoes a self-study followed by an evaluation by an NCA team, as outlined in the NCA Procedures for the Evaluation of Elementary Schools.

   If the school has not completed its evaluation by the time of the second annual meeting following its admission into the NCA, it shall be dropped from membership. Exceptions to this regulation can be made only upon the recommendation of the State Committee and with the approval of the Administrative Committee.

4. The principal shall file with the State Committee one-year and three-year progress reports concerning the extent to which the school has been using the results of the school evaluation for self-improvement. This is not a requirement to quantify the number of recommendations implemented--or rejected--but to report the steps taken to resolve the major weaknesses reported by the evaluation team or to build new strengths deemed desirable by the school.

Policy VII: Innovative and Unusual Programs and Designs Deviating From These Standards

In pursuit of a design for more effective education for its particular students, a school may seek to develop goals, formats, and approaches that differ substantially from some of these accreditation standards.

Prior approval for exception from any specific standard is to be sought from the State Committee. Such exception will be granted only when the following conditions are met:

1. Plans for the varying design or program must be developed.

2. The purposes and objectives for the varying design must be stated.

3. An evaluation process must be built into the design or program from the outset. The results of this evaluation are to be reported subsequently to the State Committee at a time set in the original statement of approval.

The intent of this procedure is to encourage innovation under such controlled circumstances that its prospects for success are improved.

Policy VIII: Classification of Schools for Accreditation

The accreditation status of member schools shall be reviewed annually. Based upon an analysis of its annual report and such additional information as the Commission may require, a member school shall be classified in one of the following categories each spring at the annual meeting:

1. Accredited

A school shall be classified as Accredited when it meets fully the requirements of all policies and standards or when, in the opinion of the State Committee and/or the Commission, it fails to meet one or more of the policies and standards but the resulting deficiency does not detract to a serious degree from the quality of the school's educational program.

2. Accredited-Warned

A school shall be classified as Accredited-Warned when in the judgment of the State Committee and/or the Commission (a) it fails to meet one or more of the policies and standards and the resulting deficiency seriously detracts from the quality of the school's educational program; (b) it consistently fails to remove or make substantial progress towards removing all deficiencies noted the previous year; (c) it consistenly violates policies and standards; or (d) it deliberately and unnecessarily violates one or more of the standards.

Notes:

The period of warning is for one academic year. If at the end of the year the cause for warning has not been corrected, the school will be dropped from membership in the Association, except under extraordinary circumstances when a second warning may be given. A second warning may be given only by means of a three-fourths majority vote of the members of the Commission present at the annual business meeting.

4

When all schools within the district are warned for a violation beyond the control of the individual school, such as the deterioration of board/staff relationships, the warning shall not be additive as far as the individual school is concerned. Only under the most extenuating circumstances will a second warning be granted for a district-wide violation.

3. Withdrawn or Discontinued

A school which voluntarily requests to withdraw or is discontinued will be classified as "Withdrawn" or "Discontinued" for the records of the Association.

4. Dropped

A school which finds it impossible to meet the standards or refuses to do so in successive years may be dropped from membership. A school shall not be dropped without a one-year warning if it has been accredited continuously for five years, except by a three-fourths majority vote of the members of the Commission present at the annual business meeting.

Policy IX: Candidacy Status

An elementary school unable to meet fully these accreditation standards may seek Candidacy Status for a period up to three years, under the following conditions:

1. A formal agreement is reached between the school board and the Commission to maintain Candidacy Status up to a limit of three years.

2. The State Committee helps the school ascertain which standards for accreditation it currently is unable to reach, and the school develops a plan for correcting these deficiencies within the period covered by the Candidacy Status.

3. The school submits an annual progress report to the State Committee. It is continued in Candidacy Status on the basis of that report, as recommended by the State Committee and confirmed by the reviewing process during the annual meeting.

4. The school fulfills whatever other specific requirements for Candidacy Status are established by the Commission on Schools.

5. The school pays full dues for each year it remains in Candidacy Status.

6. The school applies for and is granted full accreditation sometime during these three years. If the school has not attained full membership by the third annual meeting following its placement on Candidacy Status, the status shall be terminated.

5

Candidacy Status is not equivalent to full accreditation. Candidacy Status schools will be listed separately in the NCA Quarterly. However, Candidacy Status does entitle the school to participate in all NCA open affairs and functions. It also provides a systematic approach to managed change and improvement for the school.

Policy X: The Responsibilities of State Committees and State Chairmen

1. State Committees are the agencies of the Commission on Schools responsible for making decisions and recommendations relative to the standing of member schools. In addition to receiving and examining reports from schools and making recommendations to the Commission, State Committees have the responsibility of working with member elementary schools to assist them to meet satisfactorily or to exceed the provisions of the standards.

2. The Chairman of each State Committee is the official agent of communication between the member schools in that state and the Commission on Schools. He is responsible to the Commission for the distribution, collection, and filing of all reports, and for such other duties as the Commission may define.

   Note: Throughout these standards, the word Chairman is used in its generic sense; it specifically includes both sexes.

3. The State Committee may appoint an Associate State Chairman for Elementary Schools who shall assume responsibility for working with elementary schools which are members or potential candidates for NCA accreditation.

4. A group of elementary school educators may be appointed by the State Committee to function in a liaison capacity and as an advisory body to the State Committee on matters pertaining to the accreditation of elementary schools.

5. All State Committee members are voting members of the Commission on Schools.

6. Each State Committee and the Chairman shall be responsible for establishing an evaluation cycle which will provide that approximately one-seventh of the member elementary schools in their state be involved in the self-study and team visit process each year.

Section B: Standards

Format of the Standards

1. Qualitative Principle: This statement introduces each standard to describe its general significance and the major provisions to be made.

2. Minimum Standards: The numbered standards state the specific requirements that must be observed by member schools. A simplified numbering system is used to facilitate reference to these sections.

3. Progress Criteria: These criteria suggest direction or objectives for those schools that meet or exceed the minimum standards. Progress criteria are not required for membership, but they are indicative of additional improvements that should be made in the pursuit of more effective education.

STANDARD I: THE PURPOSES OF THE SCHOOL

The purposes of the school have been cooperatively identified, clearly stated, and accepted. They give direction to the entire educational enterprise.

1.0 The school shall have an explicit, written statement of its purposes.

1.1 The statement of purposes of the school shall be evolved democratically through the appropriate participation of the school staff and the school community.

1.2 The purposes shall be consistent with the best understanding of the needs of the children and the requirements of society, recognizing that the pluralism that exists in our nation is a strength to be cherished and developed further.

1.3 The purposes shall be reviewed and be endorsed by the board of education.

1.4 The purposes shall be made known to and be discussed by the staff, the pupils, the parents, and the school community.

1.5 New staff members and new residents of the community shall be oriented to the purposes of the school.

1.6 The statement of purposes shall be reviewed periodically and shall be reaffirmed or revised as needed.

1.7 Leadership shall be identified for the tasks of developing and revising the statement of purposes of the school.

STANDARD II: SCHOOL CLIMATE: AFFECTIVE ELEMENTS

The school recognizes that every child needs attention, acceptance, approval, and a lively sense of achievement. The school seeks to establish a fostering climate so that the children and the staff will be more creative and will enjoy more effective and harmonious relationships. The climate is non-threatening; it generates a sense of joy and excitement in learning. Creative capabilities are nourished and expressed. The focus of the school is upon the facilitation of learning and the enhancement of the child's self concept.

2.0 In order to create a positive climate for individual development, all activities within the school shall be designed and all personnel in the school shall seek to help the individual child to·

a. develop and sustain positive self-esteem
b. grow in self management
c. gain competency in decision-making and problem-solving
d. recognize and practice stable limits of behavior
e. learn to work effectively alone, with a partner, and in larger groups
f. develop those social skills needed to interact with peers and with adults
g. feel stronger and more adequate about his/her academic competencies
h. feel more adequate about his/her physical abilities
i. explore and gain greater understanding of his/her unique capabilities

2.1 The school shall make an active effort to insure that each child is accepted by peers and adults in the school as a worthy individual.

2.2 The school shall foster an attitude that helps children understand and respect differences among people.

2.3 The school shall make every effort to create an atmosphere of caring and mutual respect.

2.4 The school shall involve children in the decision-making process wherever appropriate.

2.5 The school shall involve staff members in the decision-making processes, both in the school and in the district, wherever appropriate.

2.6 Periodically, the school shall assess its climate to determine the extent to which it is receptive of and responsive to the affective needs of children.

2.7 The school systematically protects the legal rights of children and follows due process in the supervision of its children.

Progress Criteria

--The school assists parents in developing those skills and attitudes needed to help their children develop a positive self-concept.

STANDARD III: ORGANIZATION, ADMINISTRATION, AND CONTROL

The elementary school is organized and administered in recognition of the fact that each child is a unique human being, possessing the right to develop his human potential to the fullest extent. It is the responsibility of the elementary school to provide a climate conducive to learning and growth, one that takes full cognizance of the emotional, physical, and social development of each individual child.

The principal of the elementary school is the administrative head of the school and is given sufficient autonomy and authority to insure the successful functioning of all phases of the school's program. This includes the creation of a climate fostering planned change. The quality of leadership provided by the principal is a prime factor in the effectiveness of the school's program.

Effective board/staff and central office/local staff relationships obtain.

Standards Relating to People

3.01 A member elementary school shall enroll a sufficient number of children and employ a staff adequate to assure an educational program that meets the needs of the children served.

3.02 When the school exceeds 650 pupils in enrollment, special provisions shall be made to moderate the undesirable effects of size on the individual child. (Some of these specific provisions are detailed throughout these standards.)

3.03 A member school shall be part of a system employing a full-time superintendent. Independent or private schools not part of a school system shall employ a full-time principal or headmaster.

3.04 The school shall have a principal who shall serve at least half time. If the enrollment of the school exceeds 250, a full-time principal shall be employed.

3.05 In order to permit the principal to have sufficient time to engage in improvement of instruction, if the school enrollment exceeds 650 at least one half-time assistant principal or the equivalence in professional (certificated) personnel shall be provided. If the enrollment exceeds 1,000, at least one full-time assistant principal shall be employed.

Note: Schools are encouraged to attempt a variety of approaches to administrative staffing, submitting their plans to the State Committee for approval.

3.06 At least one full-time secretary or the equivalency shall be provided the school.

3.07 In addition, if the school enrollment exceeds 650, at least a half-time office clerk shall be provided. If the enrollment exceeds 1,000, at least a full-time office clerk shall be provided.

3.08 The elementary school shall provide an organizational structure and an instructional program that allows each child to progress in consistence with his/her individual growth and development.

3.09 The principal shall be involved in the selection, assessment, evaluation, retention, and promotion of all personnel assigned to the school.

3.10 All personnel working in the elementary school shall be responsible to the principal for the performance of their duties.

3.11 Administrative procedures shall be developed by democratic processes which utilize the abilities and contributions of staff members.

Standards Relating to Tasks

3.20 The principal shall be responsible for the improvement of instruction and shall have the authority and the resources needed to accomplish this goal.

3.21 The principal shall have the responsibility and the authority to initiate those appropriate changes which adapt the school to the needs of its students.

3.22 The principal shall make provisions for staff development to improve the teaching/learning process.

3.23 The staff shall be cooperatively involved in the development and the planning relative to the school's program.

3.24 The principal shall have the responsibility and the authority for the administration of the non-instructional programs in the school.

3.25 Records and reports needed for effective planning, operation, evaluation, and reporting shall be kept relative to the following components of the educational program: (1) pupil personnel, (2) staff, (3) instructional supplies and equipment, (4) curriculum, (5) pupil activities, (6) media services, (7) guidance, (8) school plant, (9) administrative operations, and (10) health services.

3.251 Care shall be exercised to insure that the child's right to privacy is not violated through inappropriate collection, utilization, and retention of personal biographical data.

3.26 Permanent records of students and staff shall be housed so they will be safe from theft and fire.

3.27 The principal shall have the responsibility for planning and administering the internal budget of the school. The principal shall involve the staff cooperatively in the preliminary development of the budget, in establishing expenditure alternatives, and in setting priorities for the budget.

3.28 The principal shall be responsible for the evaluation of all personnel under his/her direction.

3.29 The principal shall be responsible for the continuous evaluation of the school.

Standards Relating to Organization

3.30 A school year of at least 180 days, with at least 172 instructional days, shall be provided.

3.31 A school day of at least five clock hours, exclusive of lunch, shall be made available for each child above kindergarten.

3.32 The school shall organize its schedule of classes and learning experiences in a pattern most appropriate to achieving its purposes.

Note: An instructional day is one in which either the children are present or the teachers are holding conferences with parents.

Board/Staff Relationships

3.40 a. Responsibility for determining the general policies of a member school shall be entrusted to a governing board, hereinafter referred to as the board of education.

b. The superintendent shall keep the board informed of the status of all important aspects of the school's operation.

c. The board of education shall authorize the superintendent of schools to indicate on the annual report forms its approval of the policies and standards of the NCA Commission on Schools. This approval also verifies that conditions are reported accurately on those forms.

3.41 The board of education shall direct the superintendent to prepare, in cooperation with the staff, a comprehensive set of policies to serve as a basis for the operation and the administration of the schools and as a guide to the superintendent and other employees in the conduct of their respective duties.

After such policies are adopted by the board of education, they shall be published and made available to the employees and patrons of the school.

3.42 a. The board of education represents the public in setting the purposes and establishing the basic policies for the schools. It shall refrain from involvement in the execution of the administrative functions of the school.

b. Individual members of the board shall refrain from involvement in or interference with the administrative functions of the school.

3.43 a. The board of education shall be responsible for the selection of its chief executive officer, who is the superintendent, the principal, or other designated head of the school program.

b. Subject to the approval of the board of education, the administrative head of the system (hereinafter referred to as superintendent) shall be responsible for administering the schools within the limits established by board policies and regulations.

c. The superintendent shall be responsible for the selection and assignment of school employees, management of plant and equipment, administration and supervision of the educational program, and the conduct of the system's public relations program.

d. The superintendent shall prepare and submit annually for board action a budget of anticipated income and expenditures and shall be responsible, with proper board authorization, for the expenditure of and proper accounting for all funds in accordance with the adopted budget.

e. The superintendent shall provide the board with such periodic reports as the board feels are ncessary to keep it properly advised.

3.44 a. The board of education shall transact official business with professional staff members and all other employees only through the superintendent.

b. Although the superintendent may wish to delegate to others some responsibilities for reporting to the board, such practice shall be at his discretion. Situations wherein other persons report directly to the board at its instance or as a regular practice shall be considered a violation of this standard.

c. Individual board members shall not engage in official transactions for the school or the entire district unless operating under the prior and specific authorization of the entire board.

3.45 a. The superintendent, in cooperation with board members and staff, shall prepare the agenda of items to be discussed at each board meeting.

b. The time for meetings shall be announced sufficiently in advance to give all board members and the community proper notice.

c. Board meetings shall be open to the public, except at those times when executive sessions are necessary.

d. The board shall require the superintendent to make recommendations for the general welfare of the schools in the system.

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3.46 a. The working relationships between the board of education and the superintendent shall be such as to insure effective administration and operation of the school.

b. The working relationships between the superintendent and the principal shall be such as to insure cooperative and effective administration and operation of the educational program within the school.

c. The working relationships between the principal and the staff shall be such as to insure cooperative and effective administration and operation of the educational program within the school.

d. At both the central office and individual school level, administrative procedures shall be developed by democratic processes which utilize the appropriate abilities and contributions of all staff members.

3.47 a. The employment policies of the district shall be such as to attract and retain the services of well qualified and competent employees, and shall be in accord with equal employment opportunity practices.

b. The contractual status of certificated staff members shall be changed only upon the explicit recommendation of the superintendent and only at an official meeting of the board of education.

c. The performance of all certificated personnel shall be subject to planned, periodic, cooperative evaluation by the superintendent or his/her designated representatives.

d. The performance of the superintendent shall be subject to regular evaluation by the board of education.

e. In the event the board contemplates action for dismissal or non-renewal of a terminating contract, the employee affected shall be informed in writing of the anticipated dismissal or non-renewal of contract, shall be given the reasons therefor, and then shall be provided an opportunity for a hearing before official action is taken by the board.

Note: This standard refers to all certificated personnel, including the superintendent of schools.

3.48 Boards of education shall adopt procedures to permit employees to present--before policy decisions are made--their viewpoints on matters affecting the educational program. Efforts shall be made to accomplish this communication in an orderly manner with the superintendent or his/her designated representative present during such discussion.

3.49 Interference in the administration of the schools by individuals or political or special interest groups shall not be tolerated.

Central Office/Local School Relationships

3.50 The principal shall be involved as fully and as soon as possible in those board and central office decisions affecting the school under his/her direction.

3.51 Lines of administrative and supervisory authority between central office staff and the principal shall be defined clearly in writing and be as direct as possible.

3.52 The roles and responsibilities of central office personnel as they affect the local elementary school and the elementary school principal shall be delineated clearly in printed form. These descriptions shall be reviewed periodically on a cooperative basis.

3.53 While working with the faculty, staff, or children in the school, all central office personnel shall be under the authority of the principal.

Progress Criteria

--Individual boards of education are encouraged to include in their policies and regulations provisions designed to help assure orderly board/staff relationships using the above standards as guidelines.

--Board members are familiar with and accept the tenets of "A Code of Ethics for School Board Members" as published by the National School Boards Association.

--Board members attend meetings of the state and national school board associations and visit other schools to observe effective practices. Their participation in NCA evaluation activity is encouraged.

--The use of ad hoc citizens' committees for specific purposes and to assure improved communication between the school and the public is recommended. The use of standing board committees is discouraged.

--If the enrollment of the elementary school exceeds 650, action is initiated to build and develop another elementary school.

--A full-time assistant principal is provided if the enrollment of the school exceeds 500 pupils.

--The school staff is racially inclusive.

STANDARD IV: THE PROFESSIONAL STAFF

The elementary school employs the best qualified professional staff to implement its program of learning. The school encourages and provides opportunities for professional staff improvement. The staff is adequate in number and in diversity to provide for the educational needs of all its children.

4.01 Teachers. All elementary teachers shall hold a baccalaureate degree from a regionally-accredited institution and shall meet the regular elementary certification standards of the state for their specific assignment. Graduates of non-accredited institutions may have their undergraduate work validated by admittance to graduate standing and completion of a minimum of five semester hours of credit in a regionally-accredited graduate college.

4.02 Specialists. Specialists such as media specialists, reading specialists, social workers, guidance counselors, school psychologists, and speech therapists shall meet the regular certification requirements of their respective states. However, where state standards are lower, fifteen semester hours of preparation in the area of specialization shall be considered minimal.

4.03 Teachers in Early Childhood Education. Early childhood teachers (including pre-kindergarten and kindergarten teachers) shall have a minimum of nine semester hours of course work related to early childhood education and shall have an elementary teaching certificate.

4.04 Superintendent. The superintendent who is the administrative head of the school system shall have earned at least sixty hours of graduate credit, inclusive of the master's degree. Not less than thirty semester hours of graduate credit shall have been in administration, supervision, and related fields. He/she shall have had a minimum of four years of professional experience.

Note: This standard shall not apply to superintendents who held the position before September 1969 and who met the previous NCA standard of the master's degree, including twenty hours appropriately distributed in administrative courses, and four years of professional experience.

4.05 Assistant Superintendent or Director of Elementary Education. The assistant superintendent (or director) in charge of elementary education shall have earned at least 45 semester hours of graduate credit, inclusive of the master's degree, with major emphasis in the fields of administration, supervision, and elementary education.

4.06 Principal. The principal shall hold a master's degree with a minimum of 20 semester hours of graduate work in professional education, with major concentration in administration, curriculum development, supervision,

educational philosophy, and child development. This preparation shall include emphasis on the elementary school. The principal shall have had a minimum of two years of successful elementary teaching and/or administrative experience.

4.07 Assistant Principal. The assistant principal shall hold a regular elementary teaching certificate and shall have a minimum of eight graduate hours in elementary school administration and related fields. He/she shall have had a minimum of two years of successful teaching experience.

4.08 Supervisors, Consultants, Coordinators. Elementary school supervisors, consultants, and coordinators shall have earned the master's degree with a concentration of graduate study in their particular area of work.

4.09 Health Personnel. Members of the non-instructional professional staff providing health services shall meet the requirements of the state in which the school is located.

4.10 Paraprofessionals, Teacher Aides, and Interns. Paraprofessionals, teacher aides, and interns shall meet state qualifications for their respective positions. They shall be used only in those situations permitted by state regulations.

Note: A variety of staffing patterns is to be encouraged, subject to the approval of the NCA State Committee.

Staffing

4.20 Pupil/Professional Staff Ratio. The ratio of pupils to teachers and other professional staff members shall not exceed 25 to 1. Only that portion of a staff member's time actually devoted to duties in the elementary school may be counted in determining the pupil/professional staff ratio.

4.21 Differentiated Staffing. If the staff is differentiated, the school may compute three full-time paraprofessionals, lay aides, or interns as the full-time equivalent of one full-time professional staff person. Such paraprofessionals shall not account for more than ten percent of the professional staff members used to compute the pupil/professional staff ratio referred to in standard 4.20.

4.22 Teachers. The number of teachers employed in the elementary school shall be adequate to provide effective instruction, direction of non-class activities, counseling, and other educational services.

4.23 Planning/Conference Time. Within the teacher's workday, each teacher shall have a minimum of two hundred minutes per week scheduled for conferences, instructional planning, and preparation.

4.24 Preparation Records. Official transcripts for all professional staff members shall be on file in the office of the administrative head of the school system or the office of the elementary school.

4.25 Staff Assignment. Discriminatory practices based on racial, religious, or ethnic background or on sex, shall not be used in the placement, assignment, or retention of school personnel except that church-affiliated schools may prefer members of that faith.

Professional Improvement

4.30 Schools shall provide incentive for personnel to obtain advanced professional preparation.

4.31 Inservice programs, based on staff need and cooperatively determined by the faculty and the administration, shall be provided.

Progress Criteria

--The principal of the school has had successful elementary teaching experience.

--The assistant principal is pursuing a master's degree in the area of elementary administration and supervision.

--The school system is making efforts to strengthen its professional staff through a professional growth program which reimburses faculty members for advanced training, curriculum work, and travel to broaden their experiences or to observe promising practices being tried in other schools.

--Paraprofessionals and teacher aides are provided to assist teachers. Every teacher has regular access to clerical or secretarial help for routine tasks.

--The governing board has adopted the policy of requiring teachers to earn the master's degree or 30 semester hours of graduate credit within a period of at least seven years of service in the system. The provisions of this policy become part of each teacher's original contract at the time of employment and require that work in the teacher's major assignment be included in the graduate program.

--Various levels of teacher ability are recognized such as master, regular, and beginning teachers, and appropriate assignments are given each type.

--The ratio of pupils to teachers and other professional staff members in the school is no higher than 20 to 1.

STANDARD V: CURRICULUM

The elementary school curriculum encompasses all the learning experiences--cognitive, psychomotor, affective--that are planned, guided, and sponsored by the elementary school. The individual child--his needs, abilities, interests, and emerging self-image--is the core around which the curriculum is built. The curriculum develops the child's responsibility to himself, his home, his community, his country, his world, and his fellow human beings. Teachers, administrators, parents, and children are involved in decision making with respect to creating, planning, implementing, evaluating, and revising the curriculum.

5.01 The curriculum shall reflect the stated purposes of the school.

5.02 The organization and functioning of the various facets of the curriculum shall be consistent with the stated purposes of the school.

5.03 The curriculum shall reflect the ideals and the realities of American society.

5.04 The curriculum shall reflect the fundamental principles of child growth and development and the specific learning theories accepted by the school.

5.05 The curriculum shall reflect the school's community in respect to the needs, the goals, and the values of that community.

5.06 The curriculum shall relate to the life experiences and environments of the child.

5.07 The curriculum shall utilize the resources of the school's community.

5.08 The curriculum shall reflect the need for the child to function effectively within a social context.

5.10 The curriculum shall be developed by the professional staff, with the appropriate involvement of the community and the children.

5.11 A written procedure shall be developed and implemented that will enable the school continuously to evaluate the curriculum and to revise the curriculum in light of the findings of the evaluation.

5.20 The curriculum shall be broad in scope and shall provide for a wide range in rate and readiness and potential for learning through a balanced program of experiences. It shall place emphasis upon the development of cognitive, psychomotor, and affective skills, knowledge, and competencies that establish bases for understanding.

Such a program necessitates a curriculum that:

A. Provides learning experiences through:

1. Instructional areas: language arts, mathematics, science and conservation, social studies, health and safety, physical education, fine arts, practical arts.

2. Wholesome school living.

B. Facilitates the development of:

1. Proficiency in: reading, writing, spelling, listening, expressing ideas, speaking clearly, critical thinking, using basic mathematical computational skills, observing carefully, solving problems, participating effectively in groups, keeping healthy, enjoying aesthetic experiences, understanding career development, clarification of individual values.

2. Behavior based upon the following:

a. understanding and acceptance of self
b. honesty and integrity
c. loyalty to democratic ideals and processes
d. responsibility for one's actions
e. appreciation and understanding of our own and diverse cultures
f. willingness to accept and effect desirable changes
g. respect and concern for others
h. effective use of time, money, and natural resources
i. an awareness of personal values

5.30 Emphasis shall be placed on the interrelationships among the areas of learning.

5.31 The curriculum shall recognize and make provisions for the physical, emotional, mental, and social differences among individual children.

5.32 Procedures shall be established and implemented to aid the school in its articulation with its sending and receiving schools.

Progress Criteria

--Adequate released time is given staff members for curriculum evaluation and revision.

STANDARD VI: INSTRUCTION AND PUPIL EVALUATION

Instruction consists of the selection, implementation, and evaluation of learning activities designed to bring about growth consistent with the needs of the child and with the curriculum goals of the school. Instruction encompasses the selection of objectives, the specification of learning activities, the identification of materials and equipment, and the assessment of pupil learning. Instruction is focused upon the optimal intellectual, social, physical, and emotional development of the individual child. Effective instruction provides a program of varied learning experiences.

Instructional Objectives

6.01 Instructional objectives shall be consistent with the school's established purposes and curriculum.

6.02 Instructional objectives shall be based upon the known characteristics of the particular learning group.

6.03 Instructional objectives shall be based on the known intellectual, social, emotional, physical, and learning needs of the individual child.

Learning Activities

6.10 Learning activities shall be selected to achieve the instructional objectives.

6.11 Learning activities shall be supported by supplementary instructional services as required by individual student needs.

6.12 The staff shall utilize diverse teaching strategies in providing appropriate learning activities.

6.13 Teacher/child interaction in planning and evolving instructional options for learning activities shall be utilized.

6.14 Learning activities shall include provisions for the different learning styles of children by including a great diversity of learning opportunities.

6.15 Learning activities shall provide for the use of a wide variety of instructional materials and equipment.

6.16 Learning activities shall be designed to foster the learning experiences, the skills and proficiencies, and the behaviors identified in the curriculum.

Evaluation

6.20 Various evaluation activities shall be used to monitor the learning of the child.

6.21 The information derived from pupil evaluation shall be used to give teachers and children direction for subsequent learning activities.

6.22 Appropriate information derived from pupil evaluation shall be shared with the child and with the parents in order to help in the child's learning progress.

6.23 Evaluation activities shall be conducted to collect the data needed for a systematic evaluation of instructional programs.

Progress Criteria

--The processes of instructional decision-making in the school are described explicitly and are known and utilized by the entire staff.

--Parent/teacher and parent/teacher/pupil conferences focused on the progress and development of the child are held to provide an additional means of communication between home and school and to enhance the child's growth and development.

STANDARD VII: THE INSTRUCTIONAL/LEARNING MEDIA PROGRAM

The elementary school's instructional/learning media program serves as a major resource for the school's total education effort. It consists of the school's building media program (centrally controlled) and classroom-unique instructional/learning materials and equipment.

The school's building-wide instructional/learning media program may be housed separately, or it may be dispersed in decentralized resource centers. Under any design, it provides for the coordination of child and staff utilization of the school's total supply of instructional/learning materials and equipment, except for those items which are unique to individual classrooms.

The program is under the direction of a properly qualified media specialist who operates the program and assists children and staff in the selection and effective use of its various resources. Adequate quantities of print and non-print educational media are available to meet the varied needs and to stimulate the interests of the children and staff of the school.

Classroom-unique instructional/learning materials and equipment are selected to support the curriculum and the instructional program of the school. A wide variety and diversity of print, non-print, and manipulative materials are provided to accommodate individual differences in children.

THE BUILDING INSTRUCTIONAL/LEARNING MEDIA PROGRAM

School Instructional/Learning Media Center

Note: A school wishing to provide an effective learning materials program other than through the development of a center shall make certain that the intent of each of the following standards is being met fully, albeit under circumstances different from those noted.

7.01 The center shall be large enough to accommodate at least 40 children at one time. Schools with an enrollment in excess of 650 pupils shall have a center large enough to accommodate at least seven percent of the children.

7.02 The center shall be easily accessible for all children.

7.03 The center shall be attractive and well-lighted.

7.04 Areas for reading, listening, viewing, and individual learning shall be provided in the center.

7.05 Adequate space in the center shall be provided for the storage and use of learning equipment and print/non-print materials.

7.06 The center shall be open to children and staff throughout the school day.

7.07 The center shall be open to children and staff throughout the school year.

7.08 Instruction in the use of the instructional/learning materials and the center's other resources shall be provided to all children in the school and to the staff.

Staffing of the Program

7.10 Responsibility for the development and the operation of the program shall be placed under the direction of a qualified (professional) media specialist.

7.11 Media specialists in the elementary school shall meet state certification requirements.

7.12 The school shall provide qualified professional media specialists according to the following ratios:

Enrollment	Number of Media Specialists
Fewer than 400 children:	At least one half-time specialist (professional).
400 children or more:	At least one full-time specialist (professional).

7.13 In order to permit the media specialist to provide essential professional media services to children and faculty, sufficient clerical and para-professional help shall be provided.

Instructional/Learning Materials and Equipment

7.20 The program shall consist of a balanced collection of print materials, non-print materials, and instructional/learning equipment and supplies adequate in quality and quantity to meet the needs of the children in all areas of the school's program.

7.21 The minimum book collection shall be 2,000 volumes, exclusive of textbooks, or 10 volumes per child, whichever is larger.

7.22 The instructional/learning equipment shall be sufficient in quantity and variety to support the non-print collection.

7.23 Provisions shall be made for a professional library containing a collection of pertinent print and multi-media materials readily accessible to the staff.

Selection and Maintenance of Materials and Equipment

7.30 The professional staff of the school, under the leadership of the media specialist, shall assume the responsibility for the selection of materials and equipment for the media program.

7.31 All instructional/learning materials shall be selected with consideration for the appropriate treatment of racial, ethnic, and cultural groups and the avoidance of sex stereotyping.

7.32 There shall be written policy, approved by the board of education, concerning the criteria to be used in the selection and evaluation of instructional/learning materials for the media program.

7.33 After a minimum balanced print and non-print collection has been established, the annual expenditure for books (exclusive of textbooks), magazines, and audio-visual materials (but not equipment) shall be as follows:

Enrollment	Expenditure
Fewer than 400 children:	$6.00 per pupil
Over 400 children:	$2,400 for the first 400 pupils, plus $4.00 for each additional pupil

7.34 All media materials and equipment shall be maintained adequately, with provisions made to replace obsolete materials and worn-out equipment on a regular basis.

Operation of the Media Program

7.40 The instructional/learning materials and equipment of the building instructional/learning media program shall be available to children and staff throughout the school day.

7.41 The instructional/learning materials and equipment of the program shall be available to children and staff throughout the school year.

7.42 The collection of instructional/learning materials shall be classified and cataloged according to a nationally accepted system.

7.43 All instructional/learning materials and equipment in the school related to the media program shall be listed in a central catalog.

7.44 A comprehensive program shall be developed to provide children and teachers with learning experiences in the use of all media.

7.45 The school shall provide equipment, materials, space, and professional guidance for the staff and students in designing and producing instructional/learning materials.

7.46 There shall be an ongoing evaluation of the effectiveness of the program's organization, services, and resources.

CLASSROOM-UNIQUE INSTRUCTIONAL/LEARNING MATERIALS AND EQUIPMENT

Quantity and Diversity of Instructional/Learning Materials

7.50 The school shall provide for classroom use a variety and diversity of instructional/learning materials sufficient to accommodate the individual differences in its children and the scope of its program.

7.51 Learning materials and equipment shall be available for classroom use in sufficient quantity to provide for the number of children involved in learning in that room/area.

7.52 Instructional materials and equipment shall be available for classroom use in sufficient quantity to provide for the needs of the teachers in the school.

Selection of Instructional/Learning Materials and Equipment for Classroom Use

7.60 Instructional/learning materials and equipment shall be selected through cooperative staff action.

7.61 Instructional/learning materials and equipment shall be selected by means of comparative analysis, based on criteria agreed to by the staff prior to the selection.

7.62 Instructional/learning materials shall be evaluated periodically in terms of their adequacy for the children and the program of the school.

7.63 All instructional/learning materials shall be selected with consideration for the appropriate treatment of racial and ethnic groups and the avoidance of sex stereotyping.

7.64 There shall be a written policy, approved by the board of education, concerning the criteria for the selection and evaluation of learning/instructional materials for classroom use.

Availability and Maintenance

7.70 The school shall have developed explicit procedures that insure the optimal availability and use of all its classroom instructional/learning materials and equipment.

7.71 The school shall provide for the proper maintenance and replacement of all instructional/learning materials and equipment.

Progress Criteria

--A committee consisting of faculty representatives, administrators, and learning materials personnel is established to give general direction to the learning materials program of the school.

--Pupils are involved in the selection of their learning materials at their own level of interest and understanding.

--Creative ways are sought to solicit parental involvement in the selection of instructional/learning materials.

--All learning materials are made available to all pupils without cost.

STANDARD VIII: PUPIL SERVICES

The school provides specialized programs, personnel, facilities, materials, and equipment to meet satisfactorily the particular educational needs of children and to foster their individual physical, social, intellectual, and emotional growth. Attention is given to the requirements of normal children and to those of children having exceptional needs. The school has written policies and procedures relating to the operation of its pupil services.

Pupil Personnel Services

For the purposes of the following section, pupil personnel services include guidance and counseling services, psychological services, psychometric services, psychiatric services, social work, and similar services.

8.01 The school shall provide suitable pupil personnel services for every child.

The school may utilize a combination of intermediate, district, and school supportive and administrative personnel in providing these services. The school may supply the required guidance services by the use of teacher personnel, provided the teachers are accorded the scheduled time and the inservice education (under the direction of qualified guidance personnel) necessary for the work.

8.02 The pupil personnel program shall include established procedures for the identification and diagnosis of children having unique intellectual, physical, social, emotional, and/or learning needs.

8.03 The pupil personnel program shall provide, either within the school or by referral to other agencies, appropriate treatment for children with unique needs.

8.04 The school shall provide informational and instructional meetings, both individual and group, for parents concerning the pupil personnel program as it relates to their children.

8.05 The guidance program shall provide assistance to teachers for improvement of their guidance skills.

8.06 Continuous feedback shall be given the appropriate classroom teachers and other professional staff members by pupil service personnel concerning children for whom they have mutual responsibilities.

8.07 Pupil services personnel shall be provided in the school at the following ratios:

Fewer than 250 children:	An equivalency of at least one one-third-time pupil services personnel.
250 to 650 children:	An equivalency of at least one one-half time pupil services personnel.
651 to 1000 children:	An equivalency of at least one full-time pupil services personnel.

Additional assistance shall be provided at the ratio of the equivalency of one half-time pupil services personnel for each additional 500 children or major fraction thereof.

8.08 All pupil personnel workers when working in the school shall be under the direction of the principal.

8.09 The school shall provide the necessary facilities, clerical help, and materials for effective pupil personnel services.

Services for Children With Exceptional Needs

8.20 Special instruction and services shall be made available through the school district for children with exceptional needs whose educational requirements cannot be met successfully through regular instruction.

8.21 Appropriate materials and facilities shall be available for children with exceptional needs.

8.22 Provisions shall be made for the instruction of homebound children by certificated teachers or by communication arrangements.

Health Services

8.30 The school shall have a well-planned program of health services.

8.31 The school shall have written policies and procedures relating to the operation of its health services.

8.32 The services of a nurse shall be available to aid in the identification of children having health problems and to pursue a follow-up program for the correction of such problems.

8.33 Individual health problems shall be called to the attention of the family.

8.34 Adequate facilities and essential equipment shall be provided in the school for its health services.

8.35 The school shall maintain on a current basis adequate health records for each student.

Safety Program

8.40 The school shall develop specified procedures to be followed in cases of accidents, emergencies, and disasters.

8.41 These procedures shall be made known to the staff, children, and parents.

8.42 Inspections of the school to identify safety hazards shall be made periodically and the school shall take steps to remedy any identified deficiencies.

8.43 Proper precautions shall be taken to protect children and employed personnel throughout the building and the grounds wherever accidents are likely to occur.

8.44 The outdoor playground equipment shall be inspected regularly to insure maximum safety for children.

8.45 All legal requirements for fire safety, including fire drills, fire extinguishers, and fire exits, shall be met.

8.46 In addition, there shall be regular inspection for fire safety by official fire and police inspectors, all legal requirements for fire safety shall be observed, and fire drills shall be required a minimum of six times each year. An adequate number of regularly inspected fire extinguishers shall be placed throughout the building, exit routes shall be described and copies posted in each room, and an adequate warning system shall be maintained.

8.47 Definite and well-understood procedures and regulations designed to safeguard children while on school buses shall be developed.

8.48 Provisions shall be made for the safety of children going to and from school.

Food Services

If the school maintains a food service program, the following standards shall be met:

8.50 Adequate and trained cafeteria personnel shall be available to plan and serve a variety of well-balanced, wholesome meals in full accordance with local, state, and federal regulations.

8.51 The kitchen and dining areas shall be kept clean and sanitary.

8.52 All necessary food services records shall be kept accurately.

8.53 The food services shall be used by the school to help children learn sound principles of nutrition.

Progress Criteria

--The school has the equivalency of one full-time pupil services person for each 450 children.

--Individual case studies by the total pupil personnel team are used as a regular procedure for children experiencing problems.

--The school has the services of a registered nurse on either a part-time or a full-time basis.

--The school has designated a specific staff person to coordinate the total safety program.

--The school provides for pre-school screening and assessment in the areas of vision and hearing for those children planning to enter school for the first time, including kindergarten children.

--The school has a food service program.

--The use of professional staff time for clerical duties relative to the lunch program is held to a minimum.

STANDARD IX: THE KINDERGARTEN PROGRAM

Kindergarten education is provided to meet the developmental needs of young children. The programs are developmental in nature and take into account the special qualities of the school community from which the children come and the findings of reputable research on educational programs for young children.

9.01 Tuition-free kindergarten education shall be provided for all children in the attendance area. The kindergarten programs may be provided directly in the school or may be housed elsewhere, provided the requisite health and safety requirements are met.

Note: A non-public school with its own tuition kindergarten program will be considered in full observance of this standard, even if there is no public tuition-free kindergarten program in the district.

9.02 The pupil/teacher ratio in kindergarten shall be no more than 25 to 1, full-time equivalency.

An additional 10 children may be added to the ratio if a full-time teacher aide is provided.

9.03 The school shall insure effective articulation between the next level of the school's program and the kindergarten.

9.04 The kindergarten program shall provide the equivalency of 172 instructional half-days for its pupils.

Progress Criteria

--The pupil/teacher ratio in the kindergarten program is no more than 20 to 1, full-time equivalency.

--Sound programs of an educationally compensatory nature are available at the kindergarten level for those children needing them.

--The school provides kindergarten orientation prior to the child's entrance into the kindergarten program.

STANDARD X: SCHOOL/COMMUNITY RELATIONSHIPS

The school establishes relationships with its community that result in a feeling of mutual trust. These relationships are based on open, two-way communication. The school displays a willingness to respond to the community, and the community supports the school and its programs.

10.00 The school shall provide opportunities for both individual parents and for groups of parents and other members of the school community to express their desires, identify their concerns, ask questions, and make suggestions concerning the school and its program.

10.20 The school shall make systematic efforts to explain its aspirations, policies, procedures, needs, program, and status to the school community.

10.30 The school shall encourage and facilitate staff involvement in civic activities and community organizations.

10.40 There shall be a planned public communications program using a variety of media, such as television, radio, newspapers, school publications, and other means to inform the school community about its school.

10.50 The school shall exert every effort to make parents feel welcome and wanted in the school.

10.60 There shall be a planned program to utilize community resources in the instructional/learning program of the school.

Progress Criteria

--Volunteers from the school community are used extensively throughout the school.

--One person in the school has been designated the responsibility for the coordination and direction of the public information program.

STANDARD XI: PHYSICAL FACILITIES

Physical facilities provide an important part of the total learning environment of the child. Paramount attention is paid to the health and safety factors of the building and site. When the physical setting for the child's learning experiences extends out into the community, a similar concern for the health and safety of the child is expressed. The physical facilities are inspected periodically to assure proper maintenance and to keep the facilities in harmony with changing needs.

The Site

11.01 The site shall be sufficient in size to meet the needs of the school program.

11.02 The school site shall be well drained and free from water run-off from surrounding areas.

11.03 Safe and adequate loading and unloading arrangements for school buses and automobiles shall be provided.

11.04 Adequate protection against traffic and other hazards shall be provided.

11.05 In selecting the school site, care shall be taken to avoid heavily travelled roads, landing fields, factories, or industries which might cause excessive hazards, noise, odors, or smoke.

Note: This standard applies to sites selected after June 1975.

11.06 The site shall be landscaped attractively.

The Building

11.10 The school shall conform fully with all health, safety, and construction codes applicable to it.

11.11 The size and design of the building shall be adequate to meet the needs of the program, the affective needs of the children served, and the number of the children enrolled.

11.12 The various teaching stations shall be appropriate to the physical needs of the children using them.

11.13 Adequate and appropriate space for specialized instructional areas and offices shall be provided.

11.14 Space shall be provided for large and small group instruction and for individual learning.

11.15 Adequate and appropriate spaces for storage shall be provided.

11.16 The interior and the exterior of the building shall be kept clean, attractive, and free from safety, health, and fire hazards.

11.17 The school shall be maintained in good repair.

Modifications, Renovations, and New Construction

11.20 Building modifications, renovations, and new construction shall be based upon the educational specifications developed cooperatively by the staff of the school and of the district.

Community Facilities

11.30 When facilities within the larger community are used for educational purposes, adequate provisions shall be made for the safety of the children using the facilities or visiting them.

Fixtures and Furniture

11.40 Furniture and school fixtures shall be appropriate to the physical requirements of the child, adequate for the demands of the program, and sufficient in quantity.

11.41 Furniture shall be attractive and kept in good repair.

Progress Criteria

--Either through new construction or through plant modification, flexibility of space and usage is provided.

STANDARD XII: FINANCIAL SUPPORT AND CONTROL

The school district's community provides financial support in sufficient amount to maintain high standards in providing the staff, facilities, and materials needed to accomplish the school's purposes.

12.0 Sufficient per pupil expenditures shall be provided annually to insure that the school can meet or exceed the Association's standards.

12.1 In the case of non-public schools, income from tuition, endowments, and other sources shall be sufficient to provide appropriate support levels.

12.2 Proper budgetary procedures shall be followed in accounting for school funds. Adequate safekeeping shall be provided for funds and for financial records. The accounts shall be audited annually, or as provided for by state law.

12.3 Membership in the Association shall not be maintained when it is evident that this is being done at the expense of other schools in the district. In systems with multiple schools, resources shall be allocated appropriately among the schools according to the best interests of the students involved.

Progress Criteria

--An appreciable degree of budgetary autonomy and responsibility is exercised by the school.

--The staff is involved in determining the budget of the school.

--No fees are charged public school children for any required educational materials or experiences.

STANDARD XIII: INSTITUTIONAL EVALUATION

To attain information for use in improving the educational program and in determining the need for change, the school carries out planned and continuous evaluation of the effectiveness of its program in accomplishing the objectives and outcomes upon which the staff and board have agreed.

Periodic Evaluation

13.01 At least once in each seven-year cycle, the school shall engage in a cooperative self-study with a focus on the entire school program. The self-study shall be followed by the use of an evaluation team of NCA representatives who will consult with the school in identifying strengths and limitations and in suggesting alternatives for improvement.

Ongoing Evaluation

13.10 The school shall carry out a systematic evaluation of the major aspects of its program on an ongoing basis.

13.11 Instruments used to collect data about student performance and outcomes shall be chosen or constructed so as to provide a valid assessment of the extent to which the particular objectives of the school's program are being accomplished. Both valid enumeration data and meaningful measurement data shall be sought.

13.12 The following kinds of information, in addition to that mentioned above, shall be sought as the continuous evaluation system is developed:

Achievement: Analysis of the achievement levels of the children, to determine the extent to which the instructional objectives are being attained.

Attitudes of Children: Inquiry into perceptions held by children as to the adequacy of various aspects of their school experiences and their attitudes toward learning.

School Climate: Because of its importance to pupil and staff performance, study of those factors that tend to reduce or improve learning/teaching effectiveness. Special attention is to be paid to the affective aspects of the climate.

Parents' Views: Information on the expectations of parents and their attitudes on important school and curriculum matters.

13.13 Staff performance shall be evaluated cooperatively for the central purpose of improving its effectiveness.

Progress Criterion

--The school makes appropriate use of follow-up information concerning its former pupils, to assist in the assessment and improvement of its program.

STANDARD XIV: SCHOOL RENEWAL ACTIVITIES

Renewal comprises those activities and processes by which planned improvement and change in the school program are sought. The administration and the staff of the school possess sufficient authority and resources to initiate and conduct study of the effectiveness of the school program and to organize and implement renewal activities designed to build upon the school's program strengths and to remedy its weaknesses. Within the context of the total school program, renewal activities also provide for the enhancement of the effectiveness of each member of the staff.

14.00 Renewal activities and processes shall give attention to the characteristics of the children, staff, and the community involved.

14.10 Renewal activities shall include analysis of the school community, pupil needs, the changing society, and those educational innovations or modifications likely to increase the effectiveness of the school program.

14.20 Processes used in renewal activities shall provide for the involvement of the entire staff, including non-certificated personnel where appropriate.

14.30 The objectives of the renewal activities shall recognize both general and individual staff professional development needs, including administrative and supervisory as well as instructional and support staff.

14.40 The school shall promote managed change, using systematic planning and based upon defensible assumptions about children and learning--assumptions that have been accepted by the staff members who will be directly involved.

14.41 Renewal programs shall include provisions for systematic evaluation.

14.42 Results of the evaluation of renewal programs shall be made available for public scrutiny and review. Such documents shall be thorough and shall be written so as to be understood by the average layman.

14.50 Renewal activities shall be concerned with all facets of the school program, including the instructional staff, administrative and supervisory personnel, the school service staff, curriculum and instructional strategies, and the organization of the school.

14.51 The selection of renewal activities shall be made by those directly involved and shall be based upon relevant information and clearly identified value judgments.

14.60 The school staff shall have sufficient autonomy to carry out desirable alternative renewal activities.

14.61 Every school shall have available to it sufficient resources to carry out its selected renewal activities.

Progress Criterion

--The school budgets at least one percent of its operational funds for renewal activities.

STANDARD XV: PUPIL RESIDENTIAL PROVISIONS

If boarding children are enrolled, the school shall provide adequate and suitable dormitory, social, health, and dining facilities. Furthermore, the school shall maintain a social and educational program for its boarding children during the time of their residence.

Program for Resident Pupils

15.01 Total Program. Provision shall be made to stimulate the intellectual and social development of the children in residence.

15.02 Social Activities. In order to provide leadership responsibilities and social development, provision shall be made for planning social and recreational activities for after school hours and for weekends. The necessary supervision shall be provided.

Dormitory Provisions

15.10 Dormitory Supervision. Dormitory supervision shall be administered by members of the faculty and shall be designed to serve the best interests of each child. Non-professional staff members may serve in a supervisory capacity, under the general direction of faculty members.

15.20 Dormitory Facilities. Dormitory facilities shall meet all applicable state and local standards and be free of fire and safety hazards.

15.21 Location. The dormitories shall be located conveniently in terms of other school facilities and school operations.

15.22 Privacy. Sleeping rooms shall provide sufficient space and privacy for the resident pupils.

15.23 Other Facilities. Adequate space and facilities shall be provided for the social, physical, recreational, and study needs of the resident pupils.

15.24 Safety. Periodic inspections shall be made to assure that facilities are free from fire and safety hazards.

Food Services

15.30 Food Services. Food services shall meet all applicable state and local requirements in areas such as personnel, periodic personal health examinations, sanitation, and regular safety health inspections of the facilities.

15.31 Food Expenditures. Food expenditures shall be adequate to meet the nutritional needs of the children served and provide a varied diet.

Health Services

15.40 Health Services. Adequate provisions shall be made for the identification and care of the physical and mental health needs of the children in residence.

15.41 Availability of Medical Care. Provisions for adequate medical and hospital care beyond the regular health services of the school shall be arranged through local medical authorities.

15.42 Health Personnel. A nurse shall be available at all times to care for the normal health requirements of the children in residence. All persons providing health services shall be licensed appropriately.

15.43 Medical Supplies. Adequate medical supplies shall be kept on hand to accommodate the normal health requirements of the children in residence.

15.44 Health Services Facilities. Health facilities shall meet all applicable state and local standards.

Dormitory Duties

15.50 Teacher Workload. Dormitory supervision shall be the responsibility of the administration and the faculty, but provision shall be made so that the total workload, including both teaching and dormitory responsibilities, shall not be excessive.

Progress Criteria

--Dormitory facilities provide a maximum of privacy for the individual pupil.

--Joint social and cultural activities are held periodically in the housing units to unite more fully the day and the resident pupils.

--Resident children are given increasing responsibility for and direction over dormitory procedures.

--Dormitory life is integrated fully into the total educational program of the school.

Section C:
Amendment Procedures for These Standards

1. A proposed amendment to the Policies and Standards for the Approval of Elementary Schools may be submitted to the State Committee, provided six elementary school member principals in the state sign the petition specifying the amendment.

2. A State Committee may, if it so desires, initiate specific amendments of its own.

3. The State Committee shall pass the petition of amendment to the Liaison Committee for Elementary Schools at its fall meeting, accompanied by one of these three recommendations: (a) Endorsed, (b) Not Endorsed, (c) On Its Merits (No Recommendation).

4. The Liaison Committee for Elementary Schools is to consider the proposed amendment, making its own recommendation on it. It then shall pass the proposed amendment to the Administrative Committee at its December meeting.

5. The Liaison Committee for Elementary Schools may submit proposed amendments of its own, provided they are adopted unanimously by that committee and are submitted to the Administrative Committee at its December meeting.

6. At its December meeting, the Administrative Committee shall consider each proposed amendment and affix to it one of the three possible recommendations.

7. The Administrative Committee, if it so desires, may initiate specific amendments of its own at its December meeting.

8. After the December meeting of the Administrative Committee, the Executive Secretary shall notify each member of the Commission on Schools of all the proposed amendments (and the various recommendations accompanying them) that are to be submitted to the Commission on Schools at the forthcoming annual business meeting. This notification shall be made at least one month prior to the annual business meeting.

9. Each proposed amendment, along with the recommendations of the State Committee, the Liaison Committee for Elementary Schools, and the Administrative Committee, is to be submitted to the Commission on Schools at its annual business meeting.

   The Commission by a simple majority vote may take one of five actions:
   a. Adopt the amendment as submitted.
   b. Reject the amendment as submitted.
   c. Amend the proposal and then adopt it as amended.
   d. Defer action until the next annual business meeting.
   e. Submit the proposed amendment to a referendum vote of the membership. Formal action then would be taken by the Commission at the next annual business meeting.

10. A proposal for the substantive revision (extensive reformulation) of these policies and standards must first be recommended by the Administrative Committee then be affirmed by the Commission on Schools.

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Section D:
Appeals Procedures

These procedures for appeals were adopted by the Commission on March 29, 1971 as part of its general policy statement on due process.

I. Appeals by Member Schools

A member school is accorded the right to appear before the State Committee or the Commission on Schools to contest any recommendation or decision for its disaccreditation.

The procedures to be followed are:

A. Appeal from the Decision of the State Committee to Recommend Disaccreditation

1. At least three weeks prior to the annual business meeting of the Commission on Schools, the school is to be notified in writing of the proposed recommendation for disaccreditation and the reasons for that recommendation.

2. The school may request to have its representative(s) appear before the State Committee or a subcommittee thereof authorized to act on behalf of the State Committee, to lodge an appeal or to submit additional evidence. This meeting must be held at least one week prior to the annual business meeting.

3. A school wishing to contest the State Committee's decision beyond this point may make application to the Executive Secretary of the Commission on Schools to have its representative(s) appear before the Commission when the status of the school is being considered at the annual business meeting. The intention of the school to make this appeal must be submitted in writing to the Executive Secretary no less than forty-eight hours before the session of the annual business meeting at which the accreditation of schools is to be considered.

B. Appeal from a Decision of the Commission to Disaccredit the School

1. The present appeals procedure to the Board of Directors for cases of alleged departure from established procedures, bias, injustice, or for the presentation of evidence not originally offered at the time of the consideration of the accreditation of the school remain in full effect. (See III below.)

2. A school may also appeal to the Commission on Schools the decision to disaccredit the school. This appeal can be made on the grounds of misapplication of membership standards, reconsideration of the quality of the school as justification for its continued membership in the NCA, or for any other reasons apart from those justifying an appeal directly to the Board of Directors.

3. The appeal shall be filed with the Executive Secretary of the Commission on Schools not less than ten nor more than thirty days after the annual business meeting.

4. The appeal shall state the specific reasons for seeking a reversal of the decision to disaccredit.

5. A panel of three impartial educators shall be selected in this manner: (a) one by the Administrative Committee of the Commission on Schools; (b) one by the NCA Board of Directors; (c) one by the State Committee. Efforts shall be made to enlist the services of respected educators who are knowledgeable about NCA accreditation but who are not immediately involved with NCA activities in any elected or appointed post at either the state or regional level.

6. The administration of the school may veto the selections made by the Administrative Committee and/or the State Committee, but it may not nominate panelists of its own.

7. The expenses of the panel members are to be borne in this ratio: two-thirds by the appellant school and one-third by the Commission on Schools. No honoraria or fees are to be given the panel members.

8. The panel shall hold a hearing within three weeks of the time the appeal is filed, at which hearing the school may plead its case and submit whatever additional evidence it wishes.

9. The recommendation of the panel is to be submitted to the Administrative Committee at its June meeting, at which time the State Chairman and representatives from the school may be present.

10. The Administrative Committee is to reach a decision on the appeal at its June meeting. That decision shall determine the appellant school's accreditation status for the school year, as far as the NCA Commission on Schools is concerned.

This procedure will exhaust the procedural relief offered a member school faced with disaccreditation, as far as the NCA Commission on Schools is involved.

II. Appeal by a Non-Member School Denied NCA Membership

A non-member school may appeal the decision to reject its application for membership by following these procedures:

A. Appeal from a Negative Recommendation of a State Committee

1. The school is to be notified in writing of the State Committee's intention not to recommend accreditation and the specific reasons for this rejection of its membership. The school is to receive this notification at least three weeks prior to the annual business meeting of the Commission on Schools.

2. The school may request to have its representative(s) appear before the State Committee, or a subcommittee thereof authorized to act on behalf of the State Committee, to present its case. This hearing must be conducted at least one week prior to the annual business meeting of the Commission.

3. If the applying school requests, its application, along with the State Committee's recommendation for rejection and the reasons therefor, is to be submitted to the reviewing committee process at the annual business meeting, then presented to the Commission on Schools for its action.

4. The applying school is entitled to have its representative(s) appear before the Commission on Schools to argue its brief prior to formal action by the Commission. This request of the school for time on the agenda of the annual business meeting must be filed with the Executive Secretary of the Commission on Schools at least forty-eight hours before the session of the annual business meeting at which the application of the school for membership is to be acted upon.

B. Appeal from a Negative Decision of the Commission on Schools

A school may appeal a rejection of its membership application by the Commission on Schools on the basis of alleged departure from established procedures, bias, injustice, misapplication of membership standards, or for the presentation of additional evidence relating to its eligibility for NCA membership.

The procedures to be followed are:

1. The appeal shall be filed with the Executive Secretary of the Commission on Schools not less than ten nor more than thirty days after the annual business meeting.

2. The appeal shall state specifically the reasons for seeking a reversal of the rejection of the application for membership.

3. A panel of three impartial educators shall be selected in this manner: (a) one by the Administrative Committee of the Commission on Schools; (b) one by the NCA Board of Directors; (c) one by the State Committee. Efforts shall be made to enlist the services of respected educators who are knowledgeable about NCA accreditation but who are not immediately involved with NCA activities in any elected or appointed post at either the state or regional level.

4. The administration of the appellant school shall have no power of veto over these selections.

5. The expenses of the panelists are to be borne fully by the appellant school, but the panelists are not to receive honoraria or fees.

6. The panel must hold a hearing within three weeks of the time the appeal is filed, at which hearing the school may present its case and submit whatever additional information it wishes.

7. The recommendation of the panel is to be submitted to the Administrative Committee at its June meeting, at which time the State Chairman and representatives from the school may be present.

8. The Administrative Committee's decision, to be reached at the June meeting, shall be final for that school year, as far as the Commission on Schools is concerned.

9. No appeal of a school applying for membership may be submitted to the Board of Directors, since only member schools may have access to the Board.

III. Requests to the Board of Directors for Reconsideration of Decisions of the Association

A member school has the right to present a request for reconsideration of the classification given to it by the action of the State Committee and the Commission on Schools. If a school so desires, it should submit a written report, signed by the administrative head of the school and the president of the governing board, to the Secretary of the Association. The exact procedure is as follows:

1. Requests for reconsideration of decisions of an accrediting commission shall be filed with the Secretary of the Association not sooner than 10 days and not more than 30 days following the meeting at which the decisions were made and shall represent official action of the governing bodies of the instititutions concerned. The basis for such requests for reconsideration shall be alleged bias, injustice, departure from established procedures, or factual error of significant magnitude to warrant reconsideration of the decision. Such allegations shall be supported by evidence in writing, submitted by the school making the request.

2. The Secretary of the Association shall transmit a request for reconsideration to the Executive Secretary of the Commission concerned, who shall submit the request to the administrative committee of that Commission or to a standing committee if one has been appointed for that purpose by the chairman of the Commission.

3. The administrative committee of the appropriate Commission, or the standing committee if one has been appointed, shall consider the allegations of bias, injustice, departure from established procedure, or factual error of sufficient magnitude to warrant reconsideration of the decision, and shall study the evidence submitted in writing by the institution. The administrative committee, or the special committee, if one was appointed, shall then submit to the Board of Directors of the Association its report and recommendations together with the allegations and the evidence received from the institution. Thereupon, the Board of Directors of the Association having considered the allegations, the supporting evidence, and the recommendations of the administrative committee, shall take final action on the request for reconsideration.

Section E:
Organization and Procedures of the Commission on Schools

I. Published List of Accredited Schools

A list, arranged by state, of all schools accredited by the North Central Association of Colleges and Schools shall be published annually in the summer issue of the North Central Association Quarterly.

II. State Committee Organization and Functions

1. The State Committees shall consist of:

   a. A member of the college or school of education in a state university, an educator holding an assignment in school administration, curriculum or supervision relating to any type of school accredited by the Commission on Schools.

      Note: Upon petition by the State Committee to the Administrative Committee, the university representative may be centered in an institution of higher education other than a state university.

   b. A member of the state department of education holding a major assignment in school administration, curriculum, instruction, or evaluation relating to any type of school accredited by the Commission on Schools.

   c. Administrators from member secondary schools according to the following ratios:

Under 100 schools	4	300 to 499 schools	6
100 to 299 schools	5	500 schools or over	7

      When there are ten or more member schools in the state from any other category of schools accredited by the NCA Commission on Schools, administrators representing those schools shall be added to the State Committee according to the following ratios:

10 to 59 schools	1	200 to 299 schools	4
60 to 99 schools	2	300 to 499 schools	5
100 to 199 schools	3	500 schools and over	6

      These administrators shall be principals, superintendents, or other administrators (assistant superintendents, directors, coordinators, etc.) having primary responsibility for administration, instruction, and supervision. At all times, at least 50% of the administrators must be principals. The administrators shall be representative of the various enrollment sizes of schools and shall be distributed geographically throughout the state.

2. The Chairman of the State Committee shall be the representative of an eligible institution of higher education or of the state department of education, and shall be elected by a majority vote of the State Committee, subject to the approval of the Commission on Schools. He shall be elected for a term of four years and shall be eligible to succeed himself, but may continue in office only as long as he is a member of the State Committee.

3. In addition to the above representation, a State Committee may appoint an Associate State Chairman for each class of schools for which the Commission has established a separate set of standards. Such Associate State Chairmen shall be exclusive of the representation noted above and shall be voting members of the State Committee.

4. When the total school membership in a state exceeds 400, the State Committee may appoint an Adjutant State Chairman as a general assistant to the State Chairman. This Adjutant State Chairman shall be exclusive of any of the representation noted above and shall be a voting member of the State Committee.

5. The Chairman of the State Committee is the official agent of communication between member schools in the state and the Commission on Schools. He is responsible to the Commission for the distribution, collection, and filing of reports and for such other duties as may be necessary to conduct the business of the Commission. In the event of a vacancy in the chairmanship, the State Committee shall elect a Chairman to complete the unexpired term.

III. The Commission on Schools

The Commission on Schools is the legal body comprising the Commission. Its major purpose is to represent the member schools in their relations with the Association and to encourage and assist those schools in the development, maintenance, and continued improvement of an educational program that will satisfy the needs, interests, and abilities of the individual students. The Commission on Schools is composed of the members of the Administrative Committee, the nineteen State Committees, and the American Dependents' Schools Committee. The officers of the Administrative Committee serve as the officers of the Commission.

IV. The Administrative Committee

The authority for interpreting policies and standards and for conducting the affairs of the Commission on Schools between its official business meetings is the Administrative Committee.

The Administrative Committee is headed by a Chairman, a Vice Chairman, and a Past Chairman, each elected for one-year terms. Voting members consist of one representative for the State Chairmen, one state department of education representative, one university representative, three member school administrators, one representative of junior high/middle schools, one representative of non-public schools, one representative of large urban districts, the three representatives of the Commission to the NCA Board of Directors (one school administrator, one State Chairman, one open position), and the officer of the Association (President, Vice President, or Past President) representing the Commission on Schools. At all times seven of the voting members of the Administrative Committee must be school administrators, with the majority being principals.

In addition, the Administrative Committee may invite to sit with it on a regular basis one representative of vocational/occupational secondary schools, one from adult high schools, one from elementary schools, and one from optional schools or special function schools. These representatives will be without vote until at least 100 member schools in that particular category are enrolled. When school membership in a particular category exceeds 1,000, additional representation on the Administrative Committee is accorded those particular schools on a proportionate basis.

Members of the Administrative Committee are elected for three-year terms by paper ballot at the annual business meeting of the Commission. Two candidates must be provided for each position. Nominations are made by the State Committees. The Executive Secretary of the Commission is an ex officio member of the Administrative Committee without power to vote.

V. New Schools

When in the judgment of the State Committee a school applying for admission into the North Central Association is of sufficient quality, some minor deviations from the standards will be permitted. The specific deviations, however, shall be reported to the Commission on Schools for its final action at the annual business meeting. This provision applies to all categories of schools. A school may apply for membership in the North Central Association the same year it graduates its first class.

VI. Consolidated Schools

With the concurrence of the State Committee, a consolidated school may claim continuing membership in the North Central Association provided that at least one of the schools involved in the consolidation was a member of the North Central Association at the time of the consolidation. There must be no break in membership, however. The consolidated school shall be expected to meet all NCA membership standards as fully as would any other member school. The State Committee will determine whether the newly consolidated school must undergo a full evaluation.

VII. Accreditation Under a Different Set of Standards

A member school so reorganized that it is no longer eligible under the set of standards by which it entered the North Central Association must apply for new membership under the appropriate set of standards. The procedures for handling the application are determined by the State Committee, which may or may not require the full evaluation process preliminary to membership.

IX. Transfer of Professional Personnel

In systems having multiple schools, teachers and other professional personnel who are transferred from one school to another and who have been previously approved by the Commission will continue to be approved if they are assigned to the same teaching fields or professional duties. In the case of older teachers who may not have been fully qualified, the administration should encourage them to continue their educational preparation.

X. Standard Disclaimer Page for Written Evaluation Reports

In an effort to preclude the improper use of evaluation reports, the following page is to be included in all Commission reports:

Limitations on the Distribution, Use, and Scope of This Document

It is the official intent of the Administrative Committee of the North Central Association Commission on Schools that this report on the evaluation of the school be considered a privileged document, to be submitted by the State Chairman's office or by the chairman of the evaluation team directly to the administration of the school. The distribution of the report and its availability for public consideration beyond that point rest solely in the hands of those administrators. Neither the chairman nor the other members of the evaluation team are authorized to release any of the information contained in this report without the express approval of the administration of the school.

The prime concern of the evaluation team has been to determine the actual situation as it exists in the school and not to pass judgment on the professional personnel involved. Hence neither the total report nor any of its subsections is to be considered an appraisal of any individual staff member, but rather an objective description of existing circumstances as they appear to trained and experience schoolmen.

Moreover, the use of this report as an official assessment of any staff person's professional competency would be in violation of the professional ethics under which a school evaluation is to be conducted. A fortiori such a use would be inherently invalid since at no time during the evaluation process has the evaluation team been concerned with the appraisal of individual school personnel.

The members of the evaluation team have voluntarily placed their professional judgment in balance in arriving at the conclusions reported in this document. They are willing to support the thoughtful evaluations they have made, provided the report is used appropriately. They are not to be held accountable for any injudicious or unauthorized use of this document.

Section F:
Rulings of the Administrative Committee

I. Split (Double) Sessions

Double sessions are not approved except in emergencies and then only temporarily. Evidence must be presented that plans have been made to remedy the situation.

II. Graduates of An Institution Prior to Its Accreditation

An individual graduating from a college or a university prior to the time of its accreditation is not a graduate of an accredited institution. In order to validate a degree earned at an unaccredited institution, an administrator must enroll in an accredited institution and pursue a recommended program until the master's degree is awarded.

III. Proficiency Examinations

a. A teacher may qualify to teach a certain subject by taking and passing a proficiency examination provided an accredited college certifies that the teacher has demonstrated competency equal to one having completed the required preparation.

b. Successful completion of an advanced course in typewriting and/or shorthand will demonstrate proficiency.

NCA Membership Dues:

All member schools except elementary schools: $125 per annum.
Approved by the Commission, March 28, 1973.

Elementary schools: $125 for the first year, then $75 per annum thereafter.
Approved by the Commission, March 25, 1974.

STATE CHAIRMEN AND ASSOCIATE STATE CHAIRMEN FOR ELEMENTARY SCHOOLS

Arizona	Howard W. Leigh, University of Arizona, School of Education, Tucson 85721 Associate: Ray VerVelde, University of Arizona, School of Education, Tucson 85721
Arkansas	Sherman Peterson, State Department of Education, Education Building, Little Rock 72201
Colorado	Hazlett H. Wubben, University of Colorado, Hellems Annex 147, Boulder 80302
Illinois	John S. Kemp, University of Illinois, 409 East Chalmers, Suite 338, Champaign 61820
Indiana	Vernon D. Pace, Indiana University, 333 South Highland, Bloomington 47401
Iowa	Wendell C. Boersma, University of Iowa, College of Education, W108 East Hall, Iowa City 52242 Associate: William H. Dreier, University of Northern Iowa, School of Education, Cedar Falls 50613
Kansas	John H. Vigneron, State Department of Education, 120 East Tenth Street, Topeka 66612
Michigan	G. Sutherland Hayden, University of Michigan, Bureau of School Services, 401 South Fourth Street, Ann Arbor 48103
Minnesota	Leonard Nachman, State Department of Education, Capitol Square Building, St. Paul 55101
Missouri	Neil C. Aslin, University of Missouri, 207 Hill Hall, Columbia 65201 Associate: James Craigmile, University of Missouri, Hill Hall, Columbia 65201
Nebraska	Ronald L. Becker, State Department of Education, 233 South Tenth Street, Lincoln 68508
New Mexico	Alvin W. Howard, University of New Mexico, School of Education, Albuquerque 87106
North Dakota	Lowell Jensen, State Department of Public Instruction, State Capitol, Bismarck 58501
Ohio	Stanley L. Fox, State Office Building #815, State Department of Education, Columbus 43215
Oklahoma	J.D. Giddens, State Department of Education, State Capitol Building, Oklahoma City 73105 Associate: Thomas Hodges, State Department of Education, State Capitol Building, Oklahoma City 73105
South Dakota	F. R. Wanek, Deputy State Superintendent, State Department of Education, Pierre 57501
West Virginia	Robert H. Kidd, State Department of Education, State Capitol Building, Charleston 25305
Wisconsin	Robert P. Moser, University of Wisconsin, 1000 Bascom Mall, Madison 53706
Wyoming	Charles Pratt, University of Wyoming, School of Education, Laramie 82070
Dependents' Schools	John A. Stanavage, Executive Secretary, Commission on Schools, 5454 South Shore Drive, Chicago, Illinois 60615